



First 5
San Diego

STRATEGIC PLAN

2003-2006



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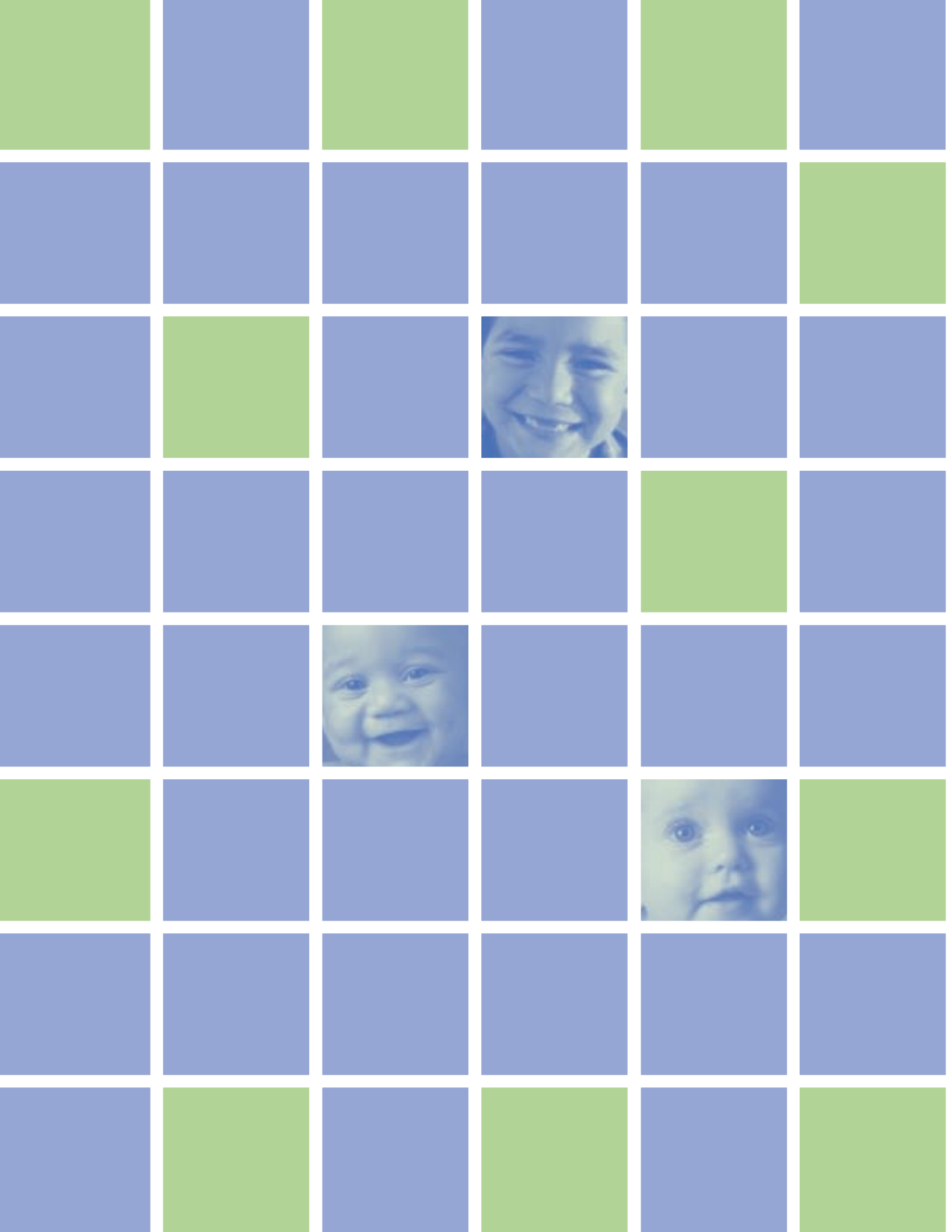
LEADERSHIP TEAMS

Civic Engagement
Evaluation
Literacy
School Readiness



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Proposition 10: The Opportunity

The California Children and Families Act (Proposition 10) was passed by voters in November 1998. This statewide ballot initiative increased the tax on cigarettes and tobacco products. The revenue is being used to provide comprehensive, integrated systems to promote early childhood development from the prenatal period to age five. Health, child care and parent education programs are funded at the county level to best meet local needs as determined by each community. The intent is for all children to be healthy, to be cared for in strong and supportive environments, and to enter school ready to learn.

The Commission, TPAC and Leadership Teams

In December 1998, the San Diego County Children and Families Commission was established to implement the Act on a local level. The Commission consists of five members appointed by the County Board of Supervisors: a member of the Board of Supervisors, the Director of the Health and Human Services Agency, an officer of an appropriate County function, and two members at large. Working closely with advisory committees and the community, the Commission adopts a Strategic Plan, selects priority results for improving the lives of children and families, and oversees the implementation of the Strategic Plan, including funding activities.

The Commission is advised by a 15-member Technical and Professional Advisory Committee (TPAC) of professionals representing many diverse segments of the local community, including parents, health care providers, child development specialists, researchers, community-based service providers, and educators. Their role is to inform the Commission about community needs, existing resources, research and best practices, and to advise the Commission concerning the Strategic Plan.

Leadership teams also support the work of the Commission with special community expertise concerning large and long-term initiatives. The leadership teams, made up of 10 to 15 individuals, advise the executive director and help design, guide and evaluate the implementation of the initiative. Currently there are four leadership teams, supporting civic engagement, literacy, school readiness and evaluation.

A New Name for the Commission

In 2002, the California Children and Families Commission adopted the name "First 5 California." The purpose for this change was to communicate that the State Commission is dedicated to improving the lives of California's children in their first five years of life. In October 2002, the San Diego County Commission adopted the new name "First 5 Commission of San Diego" to better reflect its focus.



The Strategic Planning Process

In early 2000, the Commission produced its first *All 4 Kids* Strategic Plan, which addressed initial priorities and longer-term infrastructure development activities such as building partnerships and establishing evaluation, data and reporting systems. The first year of operations under this Strategic Plan included discussion, information gathering, priority setting, and funding activity. Lessons learned helped the Commission and the community clarify goals and methods for maximizing the opportunities offered by Proposition 10. The Commission's second Strategic Plan for 2001 to 2003 built on the accomplishments, infrastructure and wisdom developed under the first year's plan. As it worked to meet the goals of its second Strategic Plan, the Commission broadened its community engagement, improved funding processes, fostered collaboration among community agencies, developed an evaluation plan, and moved towards more focused, results-based planning.

This Strategic Plan for fiscal years 2003/4 to 2005/6 reflects the growth and progress achieved through three years of work, commitment, and shared experience aimed at improving the lives of children and families. The plan is the result of extensive dialogue among Commissioners, TPAC members, community members throughout the county, content experts, and public and private agencies. A committee of Commissioners, TPAC members, leadership team members and staff compiled the plan. This committee reviewed the Strategic Plan for 2001 to 2003 and modified or added sections as needed to clearly present the Commission's plans for the next three years. Their planning process included:

- Defining the vision, mission, values and operating guidelines for the Commission's work
- Assessing the needs of children and families in San Diego County, and the values and priorities of the community
- Establishing criteria for setting priorities at each stage of the planning process
- Choosing priority results to guide Commission activities
- Setting guidelines for allocating Commission funds and other resources
- Identifying indicators of success.

This Strategic Plan is a framework to guide how the Commission will approach its work. Specific priority results, strategies and funding are described in the Implementation and Allocation Plans. All three plans are reviewed annually. Strategic planning is an ongoing process, and the Commission will continue to rely on public input to determine pressing needs and develop realistic solutions.



Vision

Every child in San Diego County will enter school ready to learn.

Mission

The First 5 Commission of San Diego provides proactive leadership to achieve this vision by:

- Funding services through grantmaking to achieve priority results
- Advocating for policy change at local, state and national levels
- Acting as a catalyst and leader for coordinating and integrating existing resources
- Building community capacity and infrastructure to support families

Values

As it makes decisions and determines directions, the Commission holds to these values:

- Readiness to learn includes physical, mental, social, emotional, and developmental well-being.
- We are committed to the success of all of our children.
- We support the role of parents as the child's first teachers.
- We embrace the diversity of San Diego's communities.
- Our communities possess our greatest assets and their participation is essential to our success.
- The Commission and the community are mutually accountable to our children.

Operating Guidelines

The work of the Commission, in all of its roles, is shaped by the following guidelines, developed with the participation of the community:

- Open and inclusive processes
- Seamless, family-focused systems
- Responsiveness to the needs of all children
- Culturally competent approaches
- Prevention and early intervention
- Partnership and collaboration
- Proven programs and innovations
- Prioritization, allocation and leveraging of resources for maximum results
- Promotion of no-cost and low-cost solutions
- Community and intergenerational solutions
- Measurable and sustainable results



Assessing Community Needs and Priorities

San Diego County's economic, social, demographic, healthcare and education environments are undergoing rapid changes. Assessing the needs of San Diego County's children and determining the community's priorities for funding is a continuous process to ensure that Proposition 10 funds are effectively used to support positive change. The Commission maintains current knowledge of community needs and priorities by:

- Assessing county data on community-wide trends
- Conducting community conversations to directly ask community members about values, needs, and priorities
- Encouraging public comment at all TPAC and Commission meetings
- Convening leadership teams or ad hoc committees focused on specific issues
- Soliciting research or in-depth reports from experts in areas such as education, parenting, health, and evaluation
- Incorporating information from other organizations' needs assessment, asset mapping and civic engagement activities.

San Diego County Data and Trends

San Diego County is the third most populous county in California and ranks sixth in population of all metropolitan areas in the United States. The county contains 18 incorporated cities, 43 school districts, and 3,600 square miles of unincorporated area, a complex and often overlapping patchwork of jurisdictions that provide services for children, families, and communities.

Of the almost three million people living in the county, approximately 240,000 are children under age six. Almost 19% of the county's population are immigrants who come from other countries, and our residents speak 68 different languages. According to census data, 36% of San Diego County's children ages 5 to 17 speak a language other than English at home; of these, 29% live in homes where no one over age 14 speaks English "very well."¹

The following chart shows the ethnicities of our children under age six and the projected percentages of the ethnic groups for the year 2020.

San Diego County Children Ages 0-5 in 2000 and 2020 ²		
Ethnicity	2000	2020 Estimate
Total Children	240,000	327,000
White	42%	33%
Hispanic	42%	51%
Black	6%	5%
Asian	10%	11%
Others	>1%	>1%



San Diego County data on children 0 to 5 present some striking statistics:

- Over 17% of children under age six live in poverty, as defined by the federal poverty level, and almost 43% live in families with incomes that are below 200% of federal poverty levels.³
- Almost 20% of mothers delivering infants in San Diego County do not receive prenatal care in the first trimester.⁴
- Of every 1,000 babies born in San Diego County, 28 are born to teen mothers ages 15 to 17. The teen birth rate for Hispanics is over 64 per 1,000 babies born.⁵
- Approximately 5% of children have at least one sensory, physical, mental or self-care disability.⁶
- Tooth decay is the most common well-child diagnosis in the San Diego County Child Health and Disability Prevention (CHDP) program. However, only 56% of California's pre-school children have visited a dentist.⁷ Our county has only 38 pediatric dentists and fewer than 200 general dentists who treat children ages 0 to 5. Of these, an estimated 20% accept Denti-Cal patients.⁸
- Rates of childhood obesity and physical inactivity are rising. Although there is little information on children ages 0 to 5, data show that, among school children in San Diego County's assembly districts, between 17% and 36% of children are overweight and at least 25% are unfit.⁹
- An estimated 133,000 children under age six in San Diego County need child care, but child care subsidies for low-income families are inadequate to meet the need. Approximately 59,000 children ages 0 to 5 are cared for in unlicensed or provider-exempt arrangements,¹⁰ and at least 40% of subsidized provider care chosen by CalWORKS parents is with license-exempt relatives or friends.¹¹
- For families earning \$30,000 per year or less, typical costs for infant care in a licensed child care center would consume 25% of their income.¹²
- The turnover rate for child care staff in San Diego County is estimated at over 30% annually, a rate that negatively affects quality of care.¹³
- An estimated 422,000 adults living in San Diego County cannot read and write well enough to meet everyday needs. Children's literacy levels are strongly linked to the educational level of their parents.¹⁴
- Every year, over 37,000 children in our county enter public kindergarten.¹⁵ Although pre-school experience is known to improve school readiness, the majority of children entering kindergarten have not attended preschool. Many have not been exposed to other experiences to prepare them socially and cognitively for school.¹⁶
- Observational data on preschoolers indicate that between 4% and 6% have serious emotional and behavioral disorders. Studies show that the emotional, social and behavioral competence of young children predicts their academic performance in first grade, over and above their cognitive skills and family backgrounds.¹⁷



Community Conversations

As part of its ongoing community inclusion efforts, the Commission conducts a minimum of twelve community conversations each year. These conversations, held at locations throughout the county, directly solicit input from the community on issues of importance. Reports of all community conversations are sent to the Commission and TPAC to guide them in their decision making. In addition to regular conversations, thirteen additional conversations were held specifically to assist with planning for this Strategic Plan. The conversations were held in partnership with the San Diego County Commission on Children, Youth and Families and the San Diego County Child Care and Development Planning Council.

Over 300 participants (48% of them parents) attended the conversations. Translation was provided in eleven languages. Community members discussed specific questions framed to elicit their values and priorities and to identify institutions, resources and groups important to families. A Commissioner, TPAC or staff member, or other community partner facilitated each conversation, and Commissioners and TPAC members attended the conversations.

Public Comments at Commission and TPAC Meetings

The Commission and TPAC meet monthly. All meetings are public, and every agenda presents the opportunity for public comment on items on and off the agenda. Every quarter, the TPAC meeting is held at a community site, rotated by region. Additionally, the public is invited to provide comments to the Commission by mail, fax, e-mail, or voice mail. The Commission welcomes and encourages these avenues of public communication as a means of keeping informed about needs and priorities.

Incorporating Information from Other Needs Assessments

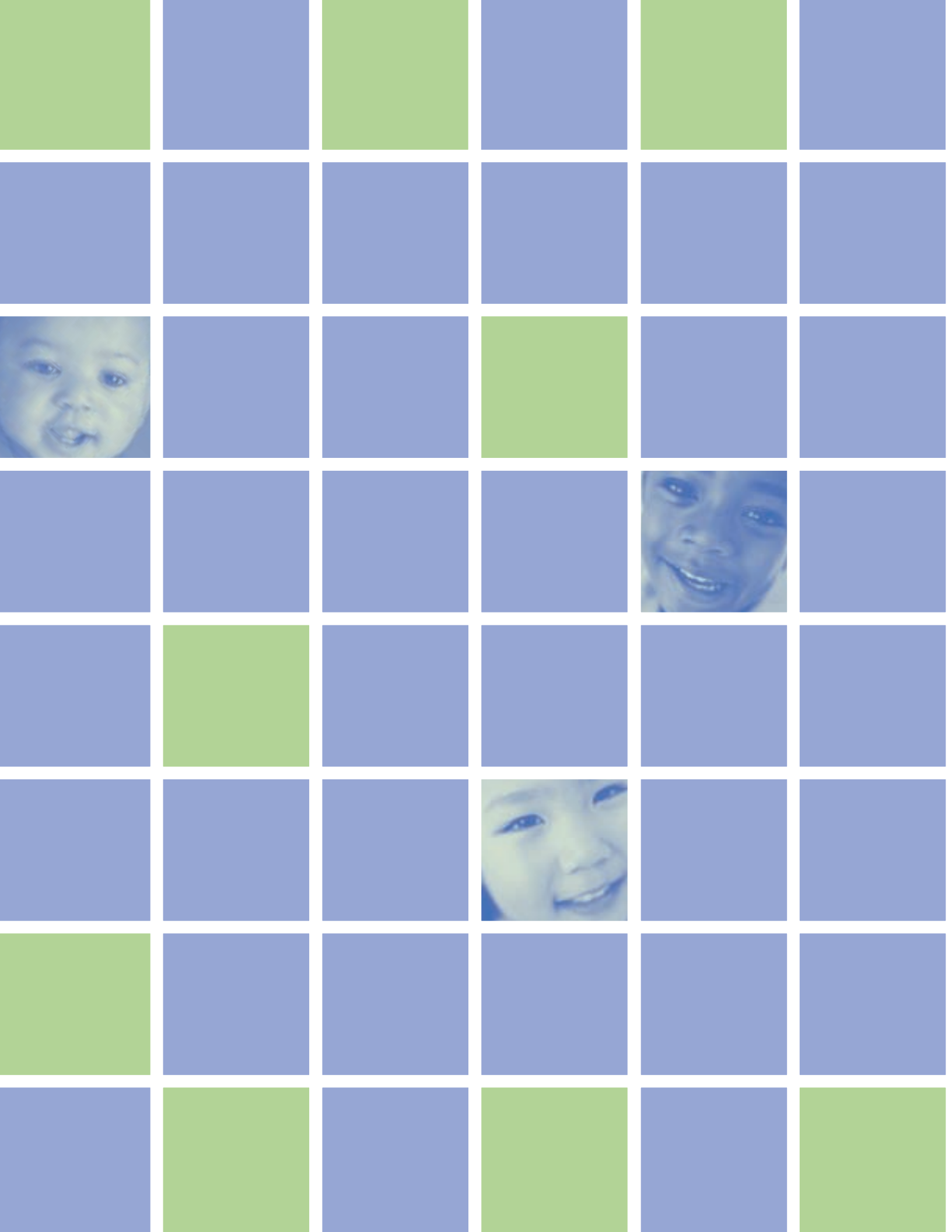
During the strategic planning process, the Commission and TPAC received findings from other community strategic planning efforts for health and human services programs, as well as information submitted by community individuals and agencies regarding specific problems, existing community programs and resources, and best practices. Examples of these other resources are the San Diego County Health and Human Services Agency Strategic Plan, the Community Health Improvement Partners health needs assessment, and the San Diego County Child Care and Development Planning Council needs assessment.



Common Themes

Beginning with the Commission's first strategic planning process, and continuing through all of the community conversations since then, several themes remain strong. These themes have been consistent across all of our communities:

- Children are born ready to learn. We must provide them with a home and a community environment that will support and encourage them.
- Communities want services and support systems that are located in neighborhoods, culturally sensitive to the people being served, and locally controlled by community members and collaboratives.
- Programs must access the traditional institutions that are an integral part of the community experience. Staff, providers, teachers, administrators and policy makers must reflect the population served.
- Home visiting programs providing health care, early assessment of problems, parent education and referral to resources can greatly enhance readiness for school.
- An abundance of outstanding resources, programs and services exist in our County, and many of them have developed successful collaborations for serving their communities.
- Community members represent a wealth of untapped human resources, available to work hard at planning, outreach, and education.
- The entire community has a responsibility to make children a priority and to ensure that our children enter school ready to learn.
- Parent education and support are most important. We should "support the parents to support the child."
- We need better partnerships and relationships among parents, schools, and teachers. Many parents are not involved in their children's education and feel unwelcome at schools.
- The business community can greatly support parents and children through family friendly policies and practices and support of schools. They can be powerful partners in achieving Proposition 10 goals.
- San Diego County has significant deficiencies in housing, transportation, health insurance, and child care. We need to expand eligibility for existing public programs to include families who don't qualify for subsidies but can't afford to pay on their own.





PLANNING FOR RESULTS

The First 5 Commission of San Diego County has adopted a results-based approach to guide its activities. This approach bases planning and evaluation on the results the Commission wishes to achieve for children and families. Results-based planning defines:

- **Results:** What conditions do we want to improve for children and families?
- **Strategies:** What can we do that we think will work?
- **Indicators:** What can we measure to show us what we're doing is working?

The Commission envisions a single, over-arching result:

Every child in San Diego County
will enter school ready to learn.

This result guides all local decision making for funding, collaboration and advocacy.

Ensuring that every child achieves school readiness requires that:

- Children are physically healthy
- Children are socially and emotionally healthy
- Children are cognitively developing appropriately
- Families, communities and systems support children's readiness

These conditions, or categories, offer a useful framework for the Commission as it considers what specific results it can most effectively accomplish. Not every community need can be met by Commission funding. Since the inception of Proposition 10, the Commission and community have emphasized the importance of choosing to do a few things well, rather than spreading precious funds over a broad range of activities. Each year the Commission has worked to refine its priorities. It will continue to select specific, focused priority results that lead to school readiness.



Criteria for Choosing Priority Results

To choose its priority results, the Commission uses the following criteria, based on its values and operating guidelines as well as guidance from the community:

- The result is consistent with the focus and intent of Proposition 10 and the First 5 San Diego Strategic Plan
- The First 5 Commission can credibly make a difference.
- The result affects a considerable number of children and families.
- The result is easily understood.

Choosing Strategies for Priority Results

The Commission will work closely with TPAC, the leadership teams and the community to determine the strategies or activities to achieve its priority results, using the Strategic Plan as a framework. For each result, the Commission will determine its most appropriate role as outlined in its Mission - funding services, advocating for policy change, coordinating and leveraging existing resources, developing infrastructure, and building community capacity. An Implementation Plan, describing the priority results and strategies, will be developed. This plan will be reviewed annually.


Indicators

The Commission is strongly committed to accounting for results as measured by practical and accessible data. The State Commission has developed a list of recommended indicators that will be used to measure results statewide. The First 5 San Diego Commission has selected some of these indicators to assess broad local results. More specific indicators have been identified for the priority results and strategies in the Implementation Plan.

To the extent possible, both broad and specific indicators will be chosen according to the following criteria:

- They are easy to understand
- They are reliable measures of the chosen results
- They are aligned with or support First 5 California indicators consistent with local priorities
- They use data that are not difficult to collect and track, or they represent important areas for development of new data sources
- They use data that are available at more than one level
- They use data that can be analyzed by county region, race, ethnicity or language.

The Commission will continue to work with the community, TPAC, leadership teams and evaluation experts to identify additional indicators as needed to measure progress towards achieving local priority results.





State Commission Initiatives

First 5 California has developed specific, long-term initiatives that aim to achieve results for children and families on a statewide basis. First 5 California provides matching funds, technical assistance, public information campaigns and other resources to support counties' participation.

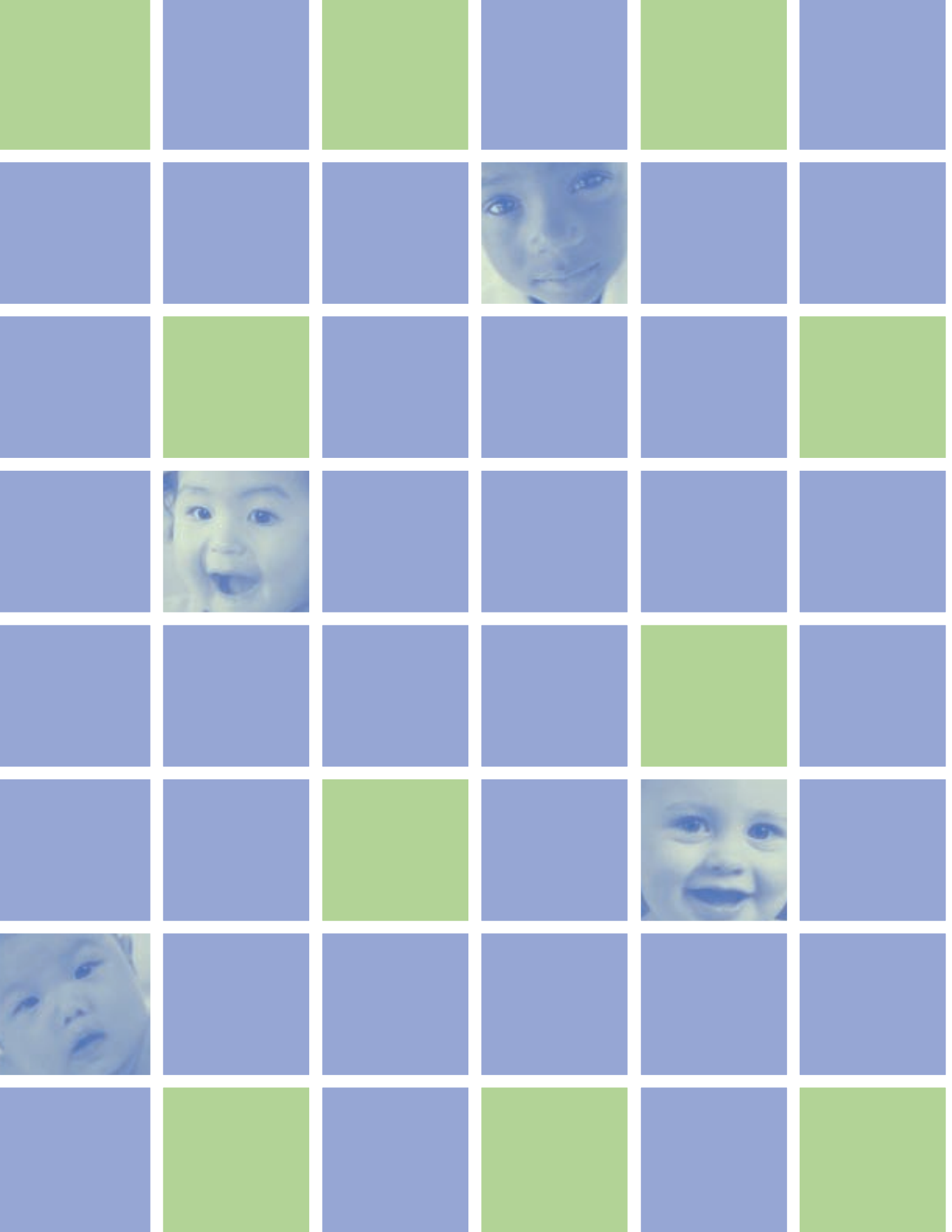
These statewide initiatives offer valuable opportunities for leveraging funds and resources to impact children and families throughout the state. As future State Commission initiatives become available, the First 5 Commission of San Diego will consult with TPAC, the leadership teams, the community and grantees to determine whether:

- The initiative meets San Diego Commission's "Criteria for Choosing Priority Results"
- The initiative is consistent with the local Commission's established Implementation and Allocation Plan
- Funds are available to support local implementation.

A Lasting Legacy

Ultimately, the Commission aims to leave a lasting legacy to the children and families of San Diego County. This legacy must go beyond program sustainability and focus on long-term outcomes for children and families. It will include:

- A vision and commitment shared throughout the community that children will enter school ready to learn
- Strong partnerships and networks among communities, parents, providers, businesses, schools and government to ensure that the vision is realized
- Parents who have the skills, confidence and support to nurture their children and are actively engaged in planning and decision-making for their communities
- Community organizations and service providers that are effective and focused on results
- Public policy and systems that are family-focused and responsive to the community.





ONGOING COMMUNITY ENGAGEMENT

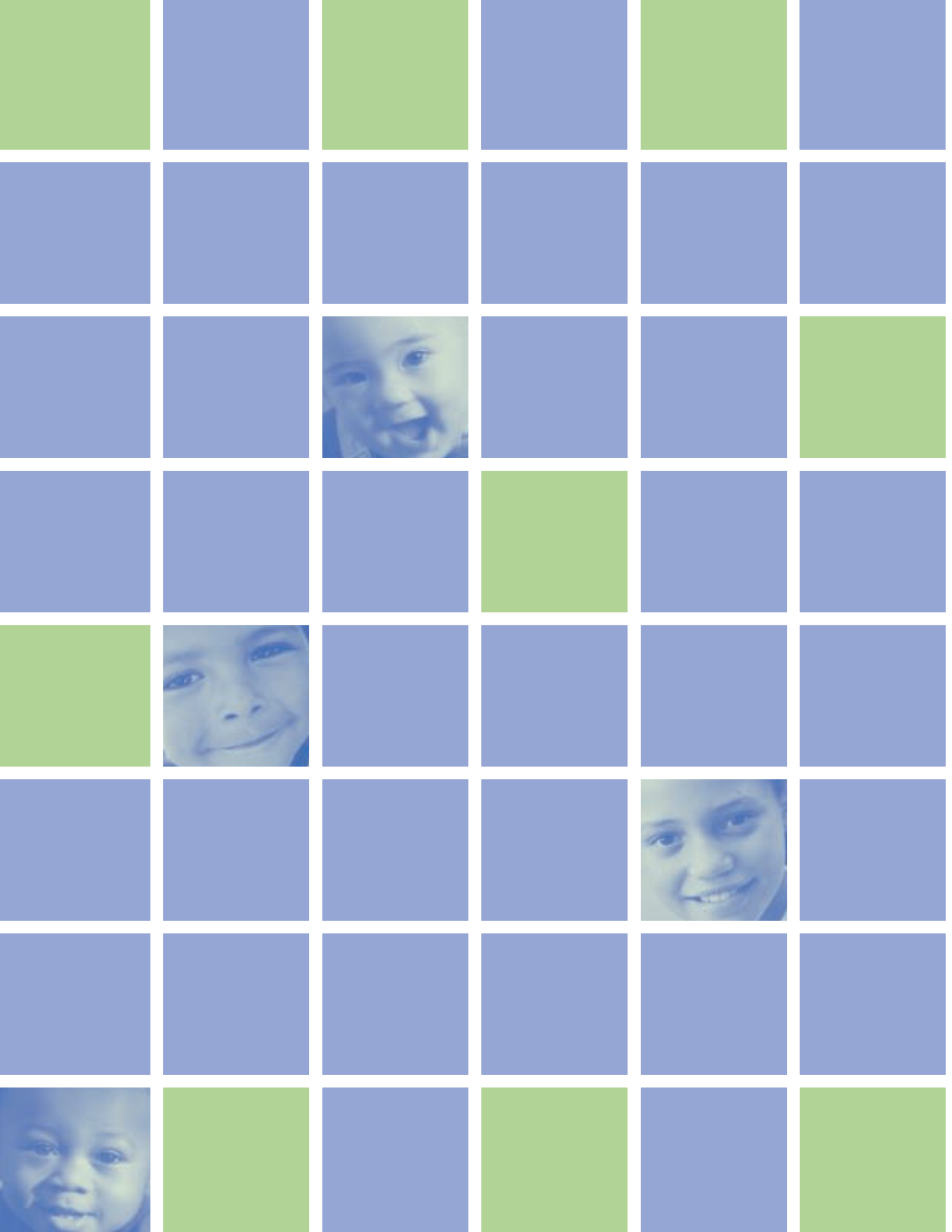
Through ongoing community engagement efforts, the Commission maintains broad community relationships and seeks public guidance and input regarding assets, needs and priorities. For advice or assistance in resolving difficult issues such as priorities and directions, the Commission engages community partners such as parents, residents, educators, public safety groups, health and child care providers, associations, faith communities, grantees and advocacy groups.

Civic Engagement Leadership Team

The Civic Engagement Leadership Team guides the Commission's community involvement and inclusion in all planning and evaluation. Their goal is to truly integrate the community into the work of the Commission. The team, chosen for their geographic, ethnic and professional diversity, includes County officials, a Commission member, TPAC members, and representatives of the community throughout all six county regions.

Community Inclusion Plan

Through early work with the Civic Engagement Project and the Results for Children Initiative, the Commission identified the need for a clear plan to provide structure and cohesion to all of its community engagement activities, including ongoing conversations, community events, and newsletters and a website to inform the public about Proposition 10 activities or opportunities. The Civic Engagement Leadership Team developed *Hand in Hand 4 Kids: A Community Inclusion Plan*, which guides outreach, engagement, media relations and public information sharing activities.

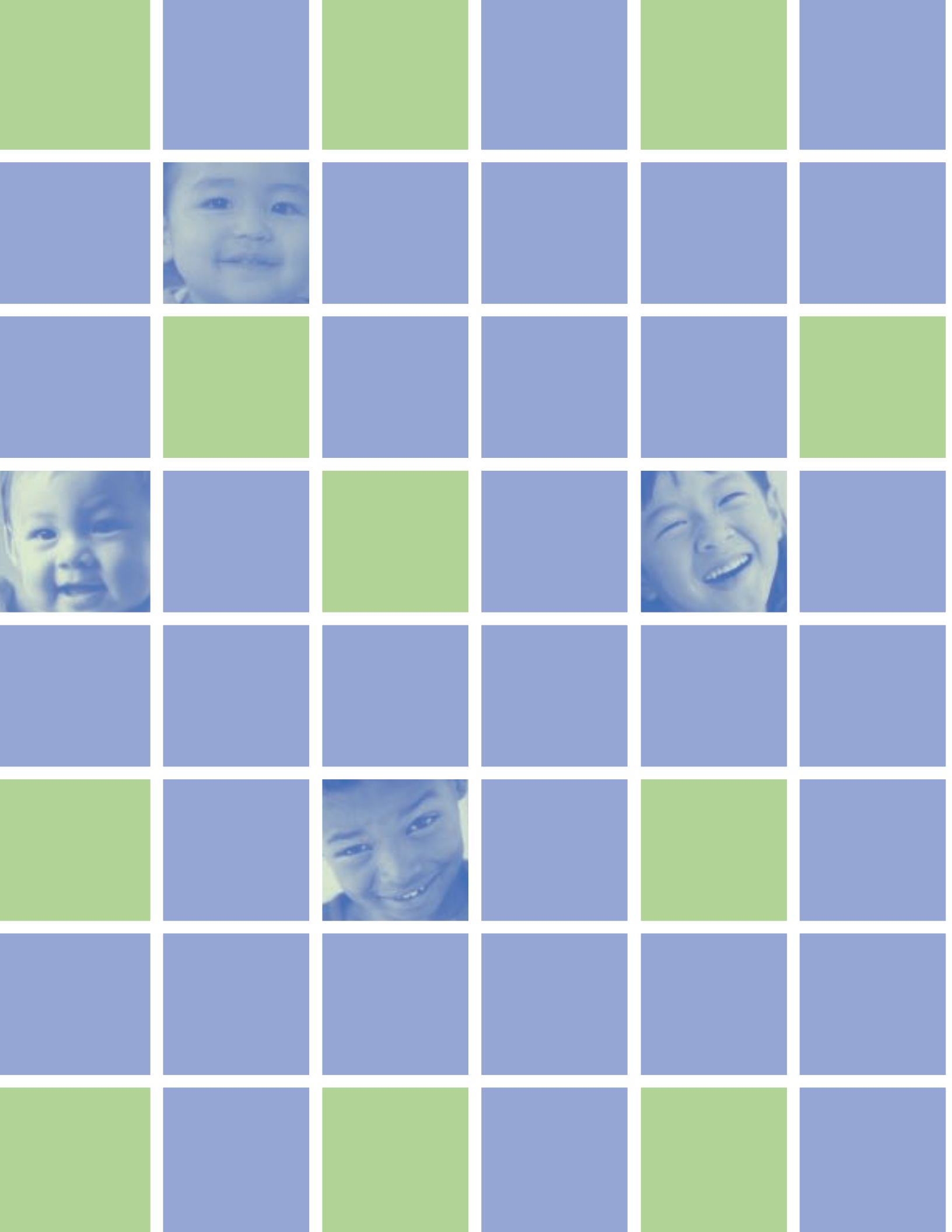




COLLABORATION AND INTEGRATION

As reflected in its mission and operating guidelines, the Commission is committed to bringing together existing community resources to benefit children and families. The community-based approach and funding capabilities of the Commission give it a unique potential for acting as a catalyst for collaboration and integration of child and family services across traditional lines. The funding process will be a key component for fostering partnerships, utilizing existing collaboratives, and encouraging new linkages to achieve this integration.

The Commission will also ensure that it coordinates with other governmental and non-governmental organizations to achieve mutual goals. This may include, for example, partnering for civic engagement and planning activities or sharing of resources to achieve large, countywide results.





ALLOCATION OF RESOURCES

Revenue allocations from the State Commission will be used for new services or to supplement existing levels of service, not to fund existing levels of service. No money in the California Children and Families Trust Fund will be used to supplant state or local general fund money.

Funding will reflect the goals and priorities identified by the Commission as guided by the Strategic Plan. In all funding decisions, the Commission will balance considerations of priority area, outcome, geographic distribution, and ethnicity. When appropriate, funds will be used to leverage additional public and private support for long-term continuing services.

Funding Principles

The following principles will continue to guide the Commission as it oversees the use of Proposition 10 funds:

- **Responsibility:** Proposition 10 funds present an opportunity to improve the lives of our children, and the money must be spent wisely.
- **Accountability:** The funding process will be open and inclusive, and all financial reports will be public documents.
- **Prioritization:** Proposition 10 funds cannot meet all of the needs of the County's children. Funding must be directed to a few specific priorities.
- **Leveraging:** Funds can be optimized by supplementing, pooling or matching existing resources.
- **Low-cost or no-cost solutions:** The Commission can use its formidable human and institutional capital to effect system change at little financial cost.
- **Adequate support:** Activities to achieve important outcomes may require extended funding periods and support.

Through community engagement, ongoing review of progress and response to challenges, the Commission will continue to develop and refine its funding principles and priorities. Critical to success is the ability to adjust programs and distribution of resources as necessary.



How Funds Will Be Used

First 5 Commission of San Diego funds will be allocated to:

- Commission initiatives, to support the local Commission's priority results, innovations, and State Commission or other initiatives
- Administrative funds, including funds for public information and education. Administrative funds will also support evaluation of funded activities, community-level results and Commission operations, as well as technical assistance to grantees. Administrative costs will be kept as low as possible commensurate with responsible management of a comprehensive, countywide program.

Any excess revenue or unallocated funds will be placed in a sustaining reserve to stabilize funds and extend support for priority results.

Funding Processes

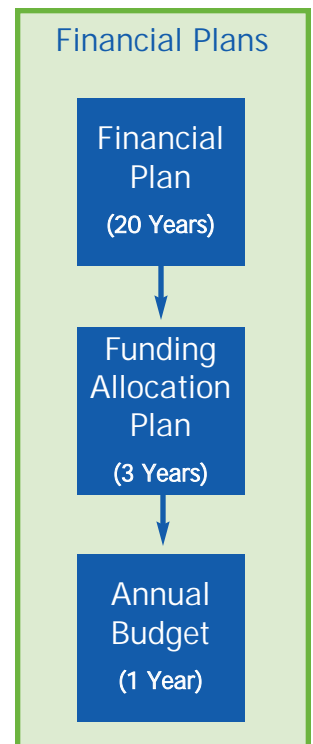
Funding processes, award amounts and funding terms will be used as appropriate to the specific priority result. Funds may be awarded through Requests for Proposals, Requests for Grant Applications, contracts, mini-grants, planning grants, or other funding mechanisms. As feasible, the Commission will establish consistent, predictable grant cycles.

Financial Planning

Three financial plans, guided by the Strategic Plan, will be maintained by Commission staff.

- A long-term financial plan will provide a long-term framework for funding strategic priorities. It is expected that Proposition 10 funding will decrease over time. To stabilize funds and extend them over a longer period, Proposition 10 funding not allocated as part of the annual budget process will be invested in a sustaining reserve fund designed to maintain service levels for twenty years. This period will allow for long-term evaluation of children reached through First 5 activities as they enter adulthood.
- A funding allocation plan, extending over three years, will allocate total funding to programs or categories of services.
- An annual budget will develop specific forecasts and expenditure plans by revenue and expense account.

Each of these plans will be updated and approved by the Commission annually. The Commission will continue to seek advice on finance and investment strategies from private, community, business, foundation, and academic experts.





EVALUATION

The Commission and the community are mutually accountable to the children of San Diego County for effective use of Proposition 10 funds to achieve school readiness. Working with the community, the Evaluation Leadership Team, and State and local evaluators, the Commission will ensure that results-based evaluation is an integral part of all of its planning and activities.

Evaluation Plan

The principles that govern all evaluation activities are outlined in the Commission's evaluation plan, *Results 4 Kids: Numbers and Stories*. This plan, developed by the Civic Engagement Leadership Team, is a guide for the Commission, the community, and the experts who work with them. It describes the why, what and how of measuring the results of Proposition 10 activities, and states the Commission's commitment to including the community in evaluation planning, implementation and interpretation.

As indicated by the title of its evaluation plan, the Commission believes that measuring and clearly describing results require both "numbers" and "stories." Numbers report what can be counted: how many families are better off, or what percent improvement is shown in target areas such as health, child care or literacy. Stories present the rest of the picture: why programs work, impacts on the lives of children and families, changes in the community, and new ways of doing government business.

Results 4 Kids details:

- The principles that guide evaluation: open, honest, simple, meaningful and inclusive processes
- The levels of evaluation: community-level results, funded programs, community capacity building, and Commission operations
- Evaluation methods that will be integrated at all stages of planning, community involvement and funding
- Coordination of efforts with other governmental and non-governmental organizations
- Ongoing community participation in setting priorities, choosing results and indicators, and gathering data
- Reporting of results to the State and county commissions, the community, potential partners, and child and family professionals.
- The resources that will be provided for evaluation, including leadership, staff, expert help, and technology.



Long-Term, Community-Wide Evaluation

The Commission is committed to accounting for results as measured by practical and accessible data. Evaluation experts have assisted the Commission and the Evaluation Leadership Team through in-depth research on community-wide indicators for priority results. Their focus was on choosing indicators that are easy to understand and that can be analyzed to show results in various communities or regions. When possible, indicators will use data already available from existing sources. The Commission will collaborate with other data gathering efforts, such as the County Child and Family Health and Well-Being Report Card, the United Way Community Impact Survey, and other local and state children and families reports. These community-wide indicators typically show results over the long term.

Evaluation of Funded Projects

Commission-funded projects are evaluated on their accomplishments and shorter-term results. Applicants for funding are required to describe how they will evaluate achievement of results as related to the identified priorities. Commission staff works with grantees to identify appropriate evaluation measures and to develop evaluation skills. A comprehensive data system will be established to enhance the consistency and accuracy of information from funded projects. The data will be used to evaluate the rate of progress towards the identified results, demonstrate the effectiveness of programs and services, and identify needs for improvement.

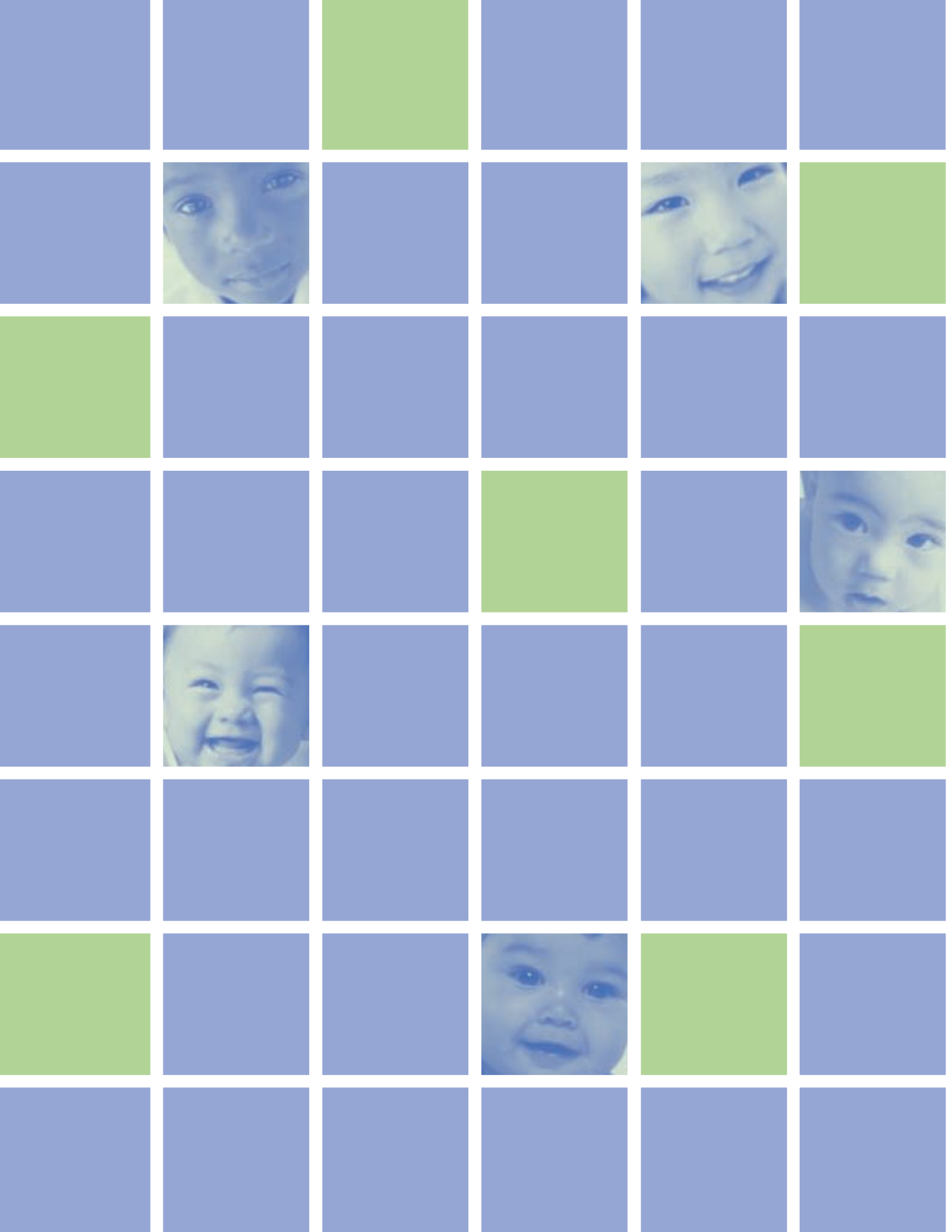
Statewide Evaluation

First 5 California will evaluate the effects of county commissions' efforts on large groups of children in the state, using community-wide indicators. Counties will report to the State Commission on those indicators addressed through their local activities. County and State evaluation activities and data will be coordinated to maximize the comparability of data across counties.

Appendix A

Potential Indicators for Evaluation

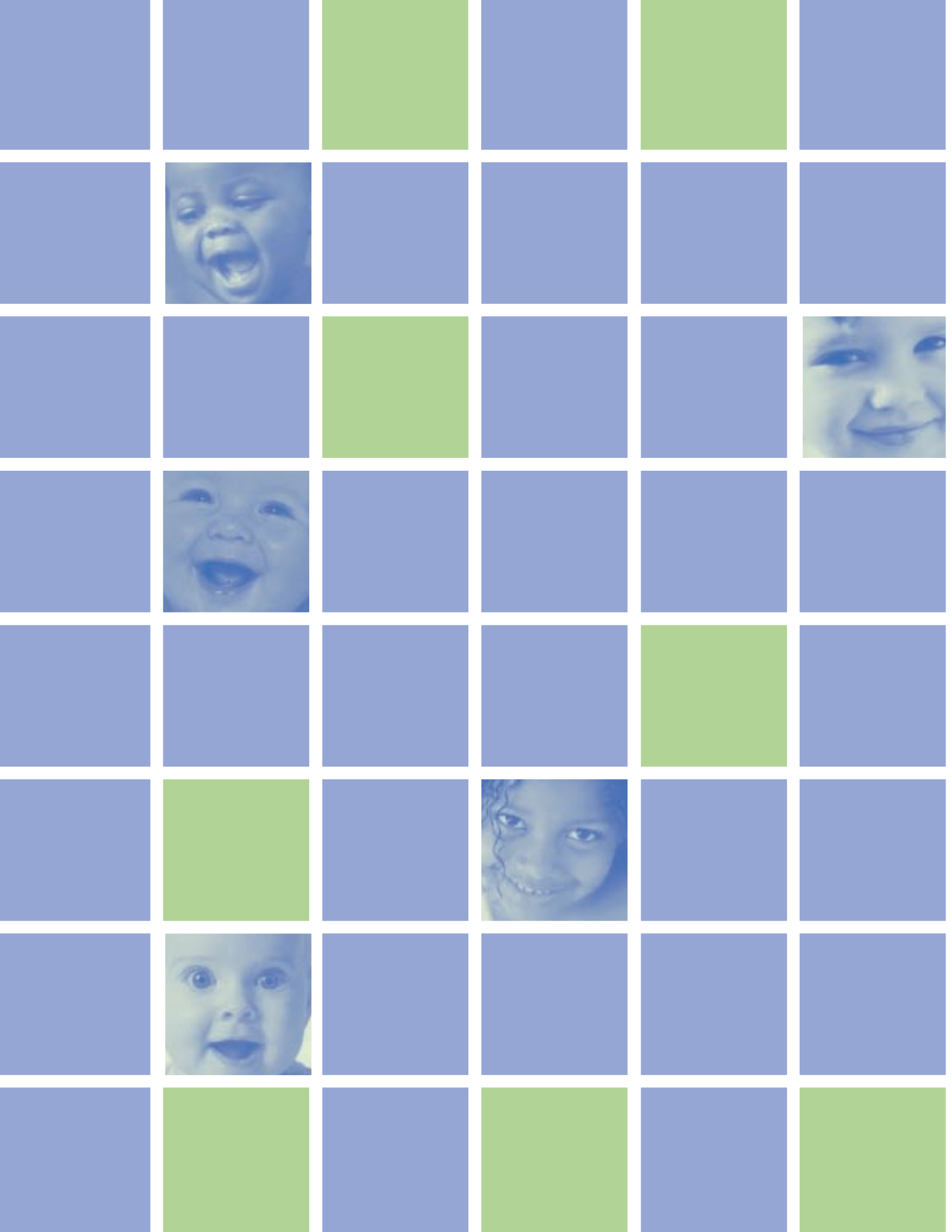
INDICATORS	RESULTS AREA			
	Health	Social/ Emotional	Cognitive	Families, Communities, & Systems
Number and percentage of births at low birth weight	X			
Number and percentage of live births in which mothers received adequate prenatal care	X			
Number and percentage of women who did not smoke during pregnancy	X			
Number and percentage of children who receive well-baby and child checkups by age 2	X			
Number and percentage of women who are breastfeeding	X	X	X	
Number and percentage of children ages 1 and older who receive annual dental exams	X			
Number and percentage of children entering kindergarten ready for school	X	X	X	X
Number and percentage of families who report reading or telling stories regularly to their children (0-5)		X	X	
Number of children (0-5) who received developmental screening by school entry		X	X	
Number and percentage of children identified with disabilities who receive developmental services by kindergarten entry		X	X	
Number and percentage of early childhood care and education providers who receive training and/or technical assistance that supports school readiness (including caring for children with disabilities and other special needs)			X	
Percentage of children with disability and other special needs who participate in early childhood care and education programs		X	X	
Increased outreach and public awareness of services*				X
Providing services to underserved population(s)*				X
Providing training and technical assistance to grantees and community organizations to improve quality of services*				X
Service providers who are culturally and linguistically reflective of the community*				X
The provision of print, audiovisual, and electronic materials that are culturally and linguistically appropriate for communities being served and written at appropriate literacy levels*				X
Collaboration with other agencies in: joint planning and decision-making, seeking funding/pooling resources and advocating for policy change*				X
Increased public input (e.g. surveys, community hearings)*				X

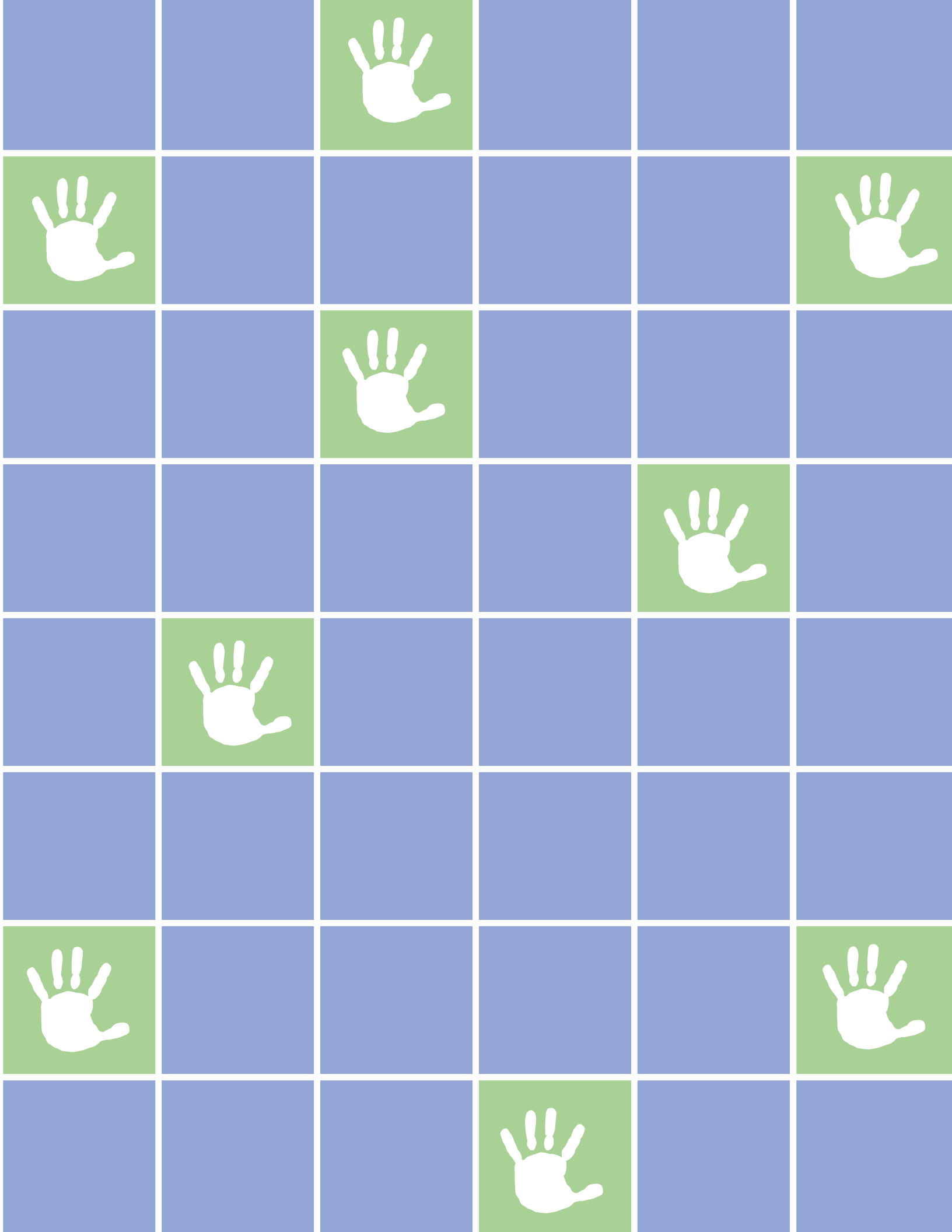




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